Planning Commentary

1. **Central Focus**

a. Describe the central focus and purpose for the content you will teach in this learning segment.

The central focus and the purpose of this learning segment is for the students to be

able to identify and use compound words within their reading and writing.

b. Given the central focus, describe how the standards and learning objectives within your learning segment address:

* an essential literacy strategy: students will use the understanding of two individual words and put them together to make a compound word. Students will figure out the meaning of the compound word, which will expand their vocabulary.
* requisite skills: students must be able to identify the meaning of the original two words that form the compound the compound word.
* reading/writing connections: students will create compound words and then use them in original students for extra practice. This will increase their vocabulary and provide practice with writing complete sentences.

c. Explain how your plans build on each other to help students make connections between skills and the essential strategy to comprehend or compose text in meaningful contexts.

By beginning the lesson with a puzzle about compound words the students were immediately engaged in compound words. The students actively participated in listening and identifying compounds during the read aloud of Ladybug Girl and the Bug Squad. The students then created new compound words using a Venn diagram and the compound words found in the book with me. The students were then partnered and used two separate words to create a new compound word using matching cards. Independently the students completed an activity chart where they had to create new compound words or fill in the blank with the missing part of the compound word. Learning compound words in context helps students learn to decipher word meanings for comprehension.

2. **Knowledge of Students to Inform Teaching**

For each of the prompts below (2a-b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

1. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do?

Prior to this lesson, the students had previous knowledge of compound words from the former week’s spelling words. The students are learning to expand their vocabulary with new compound words.

1. Personal/cultural/community assets related to the central focus –What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?

The school is in a rural area so many of the students have limited city experiences. The school has a high rate of free/reduced lunch so many of these children come from lower income homes. This class enjoys class discussions. Most of the boys are interested in sports at this age, so I included compound words such as football and baseball to keep them interested in the lesson.

**3. Supporting Students’ Literacy Learning**

Respond to prompts 3a-c below. As needed, refer to the instructional materials and lesson plans you have included to support your explanations. Use principles from research and/or theory to support your explanations, where appropriate.

1. Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a-b above) guided your choice or adaptation of learning tasks and materials.

The class featured in this learning segment enjoys read aloud, so I chose the

book Ladybug Girl and the Bug Squad. I chose this book because it was age

appropriate, and I knew the children would enjoy listening to the book. The prior

academic learning for the students was a focus in spelling of compound words

the previous week. I decided to focus on compound words because it would

provide extra practice for mastery of the skill. I also made sure to include peer

tutoring of students by pairing a high student with a struggling reader to make sure all students would be successful in identifying compound words.

1. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

The instructional strategies I used for this lesson benefits the whole class. We read the book Ladybug Girl and the Bug Squad as a whole class. We found the compound words in the book as a whole class. Then when we did our partner work. I placed the struggling readers with the high readers so they would be able to help the struggling readers complete the assignment. I also challenged the upper students by having them write original sentences using compound words.

c. Describe common development approximations or common development approximations or common misconceptions within your literacy central focus and how you will address them.

There are few common misconceptions within teaching compound words. Some

words may look like a compound word but are not a compound word. I will make sure to clarify which words are compound words and which words are not compound words.

**4. Supporting Literacy Development Trough Language**

**a. Language Demand: Language Function.** Identify one language function essential for students to learn the literacy strategy within your central focus.

Identifying compound words will be the main essential language function required

throughout the learning segment.

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function. In which lesson does this learning task occur? (lesson 1/ day 1)

In the compound word lesson, students are required to participate in identifying the compound words on the Venn Diagram with the teacher. The students must take two individual words and make one compound word. This is straightforward

identifying compound words.

**c. Additional Language Demands.** Given the language function and task identified above, describe the following associated language demands (written or oral) students need to understand and/or use.

* Vocabulary or key phrases
  + Identify
  + Determine
* Plus at least one of the following:
  + Syntax
  + Discourse—students use discourse throughout the lesson with class discussion and group work.

Consider the range of students’ understandings of the language function and other demands—what do students already know, what are they struggling with, and/or what is new to them.

Students have had practice identifying compound words in the previous week’s spelling words. There are a few students who struggle with reading and have problems with identifying the compound words. Most of the compound words the students are familiar with, however there were new ones we discussed as a class that allowed them to increase their vocabulary.

**d. Language Supports**. Refer to your lesson plans and instructional materials as needed in your response to the prompt.

Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language identified in prompts 4a-c.

The instructional supports used in this lesson included whole group completion of

compound word examples for each activity prior to the children practicing them with a

partner or on their own.

5. Monitoring Student Learning

Refer to the assessments you will submit as part of the materials for Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment.

The students will be asked questions throughout the lesson. Based on their answers I will be able to determine which students may need reteaching. For the formal assessment, the children will complete an activity chart independently.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

For struggling students I will abbreviate the assignment in order to help them be successful.